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Enrichment suggestions for use in the 3rd. and 4th. grades are presented. Various levels of poetry appreciation are: (1) enjoyment: of rhythm, melody and story; (2) appreciation: of seeing one's own experiences mirrored in poetry (3) projection: into a world other than that in which one lives; (4) understanding: of symbolism and hidden meanings; (5) sensitivity: to patterns of writing and to literary style. Each level gives poems and poets, the source, and teaching suggestions. Examples are: Level 1—"Buckingham Palace" by A.A. Milne—combine choral speaking with dramatization of the guards.
Level 2—"Autumn Fires" by R.L. Stevenson—discuss signs of fall found in poems.
Level 3—"King John's Christmas" by A.A. Milne—discuss why King John was unpopular. Slow children could pretend to be the King.
Level 4—"In May" by Dorothy Aldis—use as a simple example of metaphor.
Level 5—"The Snake" by Walter de la Mare—get a slow, drowsy feeling from the poem itself.

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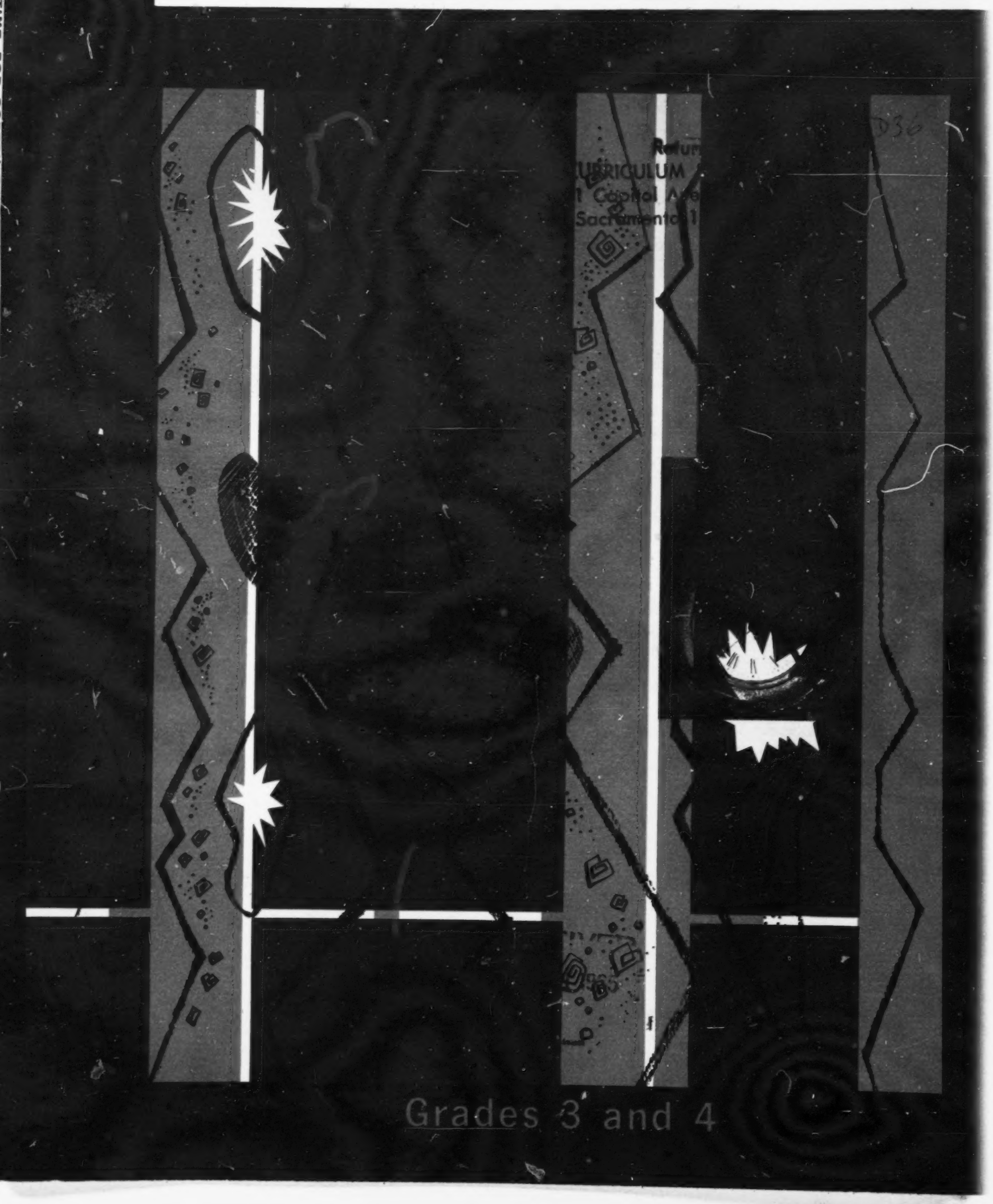

ED001714

FIND TIME FOR POETRY

Grades Three & Four

DEVELOPED BY THE OAKLAND UNIFIED SCHOOL DISTRICT
STUART S. PHILLIPS, SUPERINTENDENT

APPROVED BY THE ALAMEDA COUNTY BOARD OF EDUCATION
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Superintendent of Schools of Alameda County
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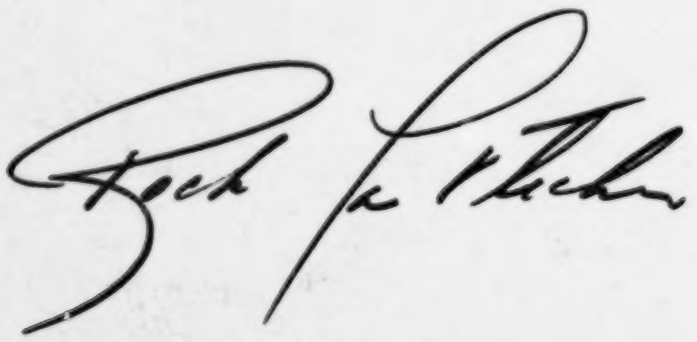
FOREWORD

The Alameda County School Department is indebted to the Oakland Unified School District for permission to reproduce *Find Time for Poetry* for third and fourth grade teachers throughout Alameda County.

This edition is published on the recommendation of the Alameda County Publications Review Board, a coordinating group composed of representatives of school districts in Alameda County. It exists for the purpose of analyzing the publications needs of the schools in light of already published materials. Its activities are part of an over-all plan by which county offices are attempting to provide every district, large or small, with the best curriculum publications, while at the same time seeking to avoid unnecessary duplication of effort.

This publication was approved by the Alameda County Board of Education in April of 1963.



BEAUTY OF STYLE
AND HARMONY
AND GRACE
AND GOOD
RHYTHM
DEPEND ON
SIMPLICITY

PLATO

PREFACE

Young children respond joyously to the delight of the sounds and pictures of poetry, and teachers of the earliest grades need do little more than expose their boys and girls to these delights to have them take hold.

Children of the third and fourth grades likewise will continue to respond enthusiastically if the teacher continues the exposure in spite of an increasingly crowded daily schedule. To be sure, we want our children to develop rational abilities, to become skilled in the tool subjects, and to achieve scholastically up to their abilities. But let us also be sure that our children are learning to appreciate the aesthetic as well as the academic, music as well as mathematics, poetry as well as prose.

Finding time for poetry in a busy day will give teacher and children alike the satisfaction of time well spent.

Donald G. Anderson
Director of Elementary Education
Oakland Unified School District

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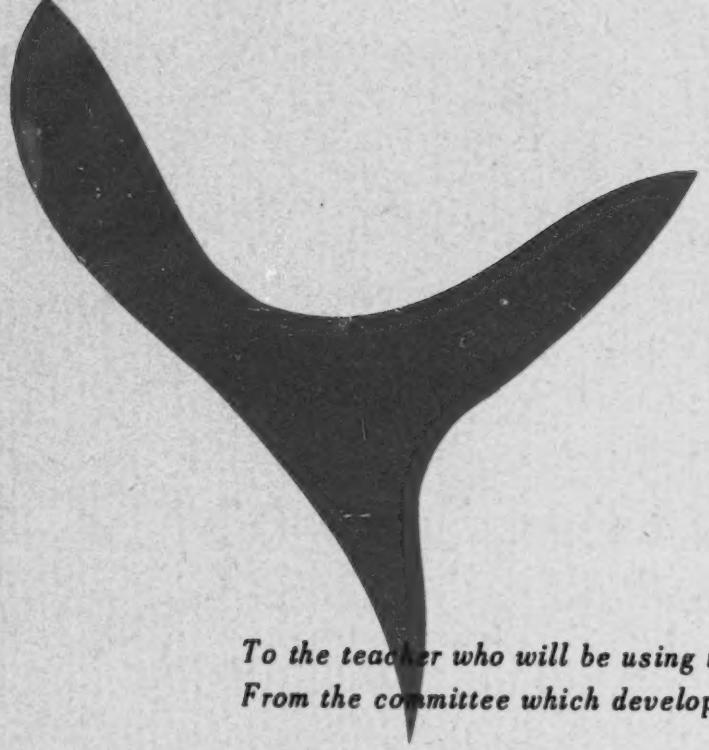
WAKE UP! WAKE UP!
COME SLEEPY
BUTTERFLY
PLEASE JOIN ME
ON MY JOURNEY!

BASHO



To the teacher who will be using this guide
From the committee which developed it

We are indebted to Dr. G. Robert Carlson, Professor of English and Education, University of Iowa, for the five major objectives we have used as the basis for this outline (Enjoyment, Appreciation, Projection, Understanding, and Sensitivity). With one slight change, they are the main points he gave in his talk to Oakland teachers on June 21, 1958. He discussed deepening the levels in appreciation of poetry.

During the year 1958-59, the elementary section of the K-14 Language Arts Planning Committee circulated a form to secure from teachers the titles of poems they had enjoyed with their classes, together with any teaching suggestions they cared to submit. The response was gratifying.

Again in 1961-62 we asked teachers to comment on some of the suggested poems and methods, also to add additional poems and teaching methods in the column labelled "Teaching Suggestions." These suggestions were incorporated in this edition.

Many poems listed may be located in several anthologies. We have tried to list as source books not the original source of the poem but books which are in print and which should be in every elementary library. We should like to thank all who contributed to this guide, poems, teaching suggestions, and/or reactions.

Respectfully submitted,
Una Cotter
Martha Cruz Engbrock
Tamar Halpin
Edith Haslam
Benjamin Jefferson
Elfie Larkin
Helen McDonald
Lula Moffet
Barbara Sandlin
Andrew Viscovich
Jonas Waxman, Associate Chairman
Virginia Reid, Chairman
Donald Anderson, Ex-Officio
Edward F. Cockrum, Ex-Officio

Child of the pure, unclouded brow
And dreaming eyes of wonder!
Though time be fleet and I and
thou are half a life asunder,
Thy loving smile will surely hail
The love-gift of a fairy-tale.

Lewis Carroll

LEVEL 1.
OBJECTIVE -
ENJOYMENT OF RHYTHM

poem & poet	source	teaching suggestions
Buckingham Palace *A. A. Milne*	**When We Were Very Young** *A. A. Milne*	Combine choral speaking with dramatization of the guards.
Story of the Baby Squirrel *Dorothy Aldis*	**Time for Poetry** *May Hill Arbuthnot*	Describe what mental pictures they see while listening to the story.
Nursery Rhymes	**Mother Goose**	Elicit kinds of rhythms to be sensed: marching, *Grand Old Duke of York;* running, *Wee Willie Winkie*; hopping, *Hippety Hop*; galloping, *Ride a Cock Horse*. Discover other examples of the same rhythm.
My Dog *Marchette Chute*	**Favorite Poems Old and New** *Helen Ferris* **The Sound of Poetry** *Mary C. Austin and Queenie B. Mills*	Read the poem aloud for the meaning. The rhythm will take care of itself.
Galoshes *Rhoda Bacmeister*	**Time for Poetry** *May Hill Arbuthnot*	Listen to the made-up words which suggest the footstep rhythm.
From a Railway Carriage *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson* **Favorite Poems Old and New** *Helen Ferris* **Magic Carpet** *Eleanor Johnson Leland Jacobs*	Let your imagination take you on a carriage ride. Listen to the hurrying rhythm of the train.
The Dancing Bear *Rachel Field*	**Taxis and Toadstools** *Rachel Field*	Stress rhythmic passages. Children use hands and heads in a rhythmic way. Use *Bear Dance* by Bartok. Adventures in Music, Grade 3, Vol. 2, RCA Victor Record, LE1003.
Tugs *James Tippett*	**Favorite Poems Old and New** *Helen Ferris*	Clap out rhythm pattern. Listen to the sound words. List other sound words.

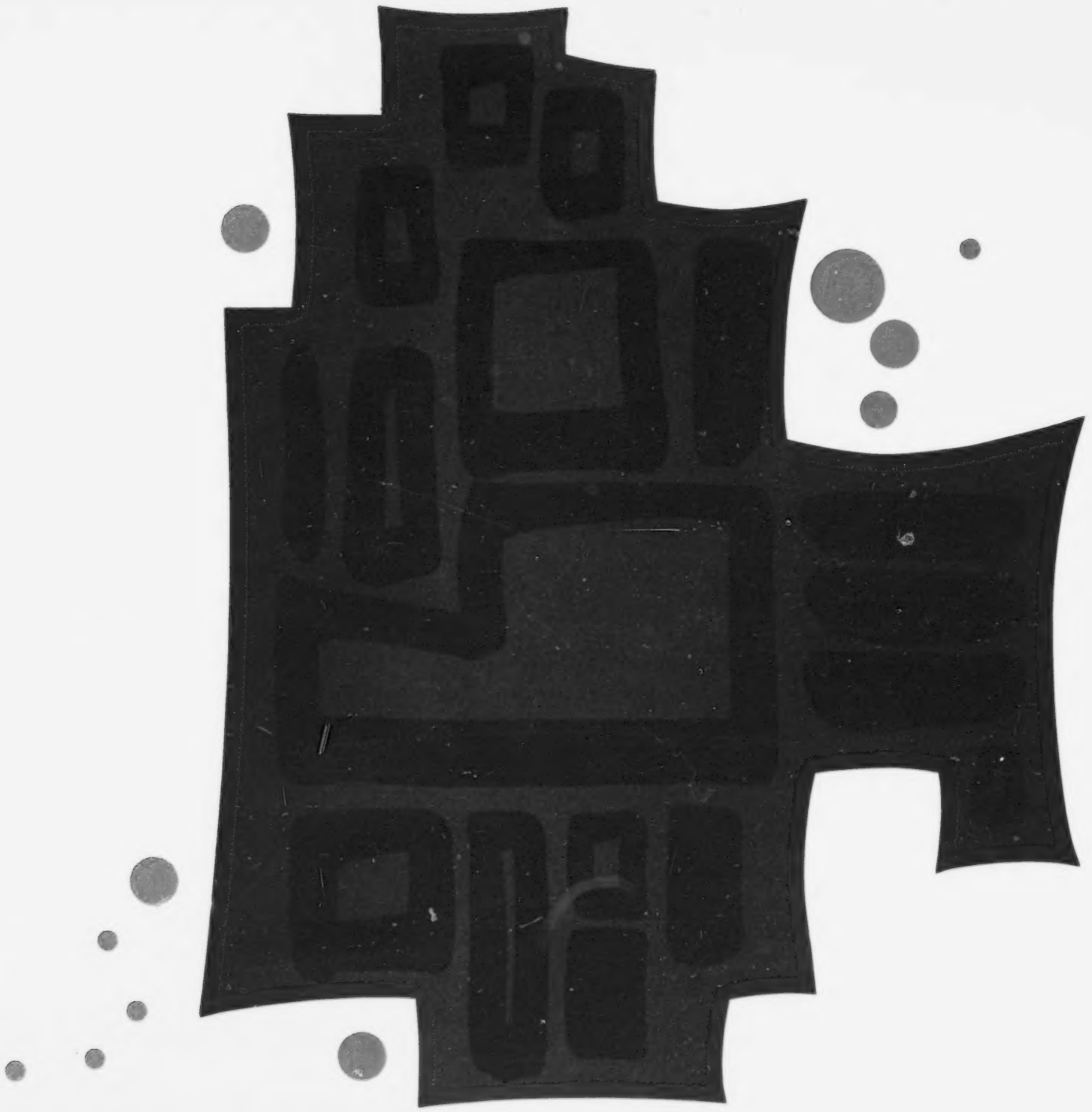
poem & poet	source	teaching suggestions
Trains *James Tippett*	**Favorite Poems Old and New** *Helen Ferris* **Treat Shop** *Eleanor Johnson* *Leland Jacobs*	Choral speaking. Feel the train gathering speed. Use *The Little Train of the Caipira* by Villa Lobos. Adventures in Music, Grade 3, RCA Victor Record, LE1002.
The Swing *Robert L. Stevenson*	**Time for Poetry** *May Hill Arbuthnot* **A Child's Garden of Verses** *Robert L. Stevenson*	Feel yourself swinging. Translate this swinging rhythm into visual representation through art projects.
The Goblin *Rose Fyleman*	**Time for Poetry** *May Hill Arbuthnot* **Treat Shop** *Eleanor Johnson* *Leland Jacobs*	Use natural rhythm of words to dance this poem. Pantomime the action suggested. Listen to repetitive phrases emphasizing rhythm. Note sound words.
Where Go the Boats? *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson*	Contrast the flowing rhythm of this poem with jumping rhythm of *The Goblin*.
Rain *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson* **Treat Shop** *Eleanor Johnson* *Leland Jacobs*	Enjoy. Can set imaginations into orbit.
Monkeys and the Crocodile *Laura Richards*	**Favorite Poems Old and New** *Helen Ferris* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Divide parts for choral speaking. Contrast swinging. Teasing rhythm with the sad dreary rhythm.
Merry-Go-Round *Dorothy Baruch*	**Time for Poetry** *May Hill Arbuthnot*	Note the changing tempo. Sing song, *Merry-go-Round. Music Now and Long Ago*, page 64.
Choosing Shoes *Ffrida Wolfe*	**Time for Poetry** *May Hill Arbuthnot*	Make stick puppets to walk the rhythmic pattern of the different shoes.
Mrs. Peck-Pigeon *Eleanor Farjeon*	**Time for Poetry** *May Hill Arbuthnot* **Very Young Verses** *Barbara Geismer* *Antoinette Suter* **Treat Shop** *Eleanor Johnson* *Leland Jacobs*	Pantomime using hand as Mrs. Peck-Pigeon.
B's the Bus *Phyllis McGinley*	**All Around the Town** *Phyllis McGinley*	Take an imaginary bus ride. Create a rhythm for the bumpety part—up or down—or swaying.

poem & poet	source	teaching suggestions
Some One *Walter de la Mare*	**Favorite Poems Old and New** *Helen Ferris* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Pantomime. Play a guessing game–have someone knock at the door, let the child guess who is knocking. Note the repetitions and parallel construction used to point up the rhythm.
The King's Breakfast *A. A. Milne*	**When We Were Very Young** *A. A. Milne*	Make a playlet from the poem. Talk about how some people act when they don't get what they want. How does the rhythm of this poem match the various characters?
Song of the Train *David McCord*	**Favorite Poems Old and New** *Helen Ferris*	Children feel the rhythm and sway back and forth to the sound of the train as teacher reads.
The Mysterious Cat *Vachel Lindsay*	**Favorite Poems Old and New** *Helen Ferris*	Pantomime rhythmical movement of cat.
Black and Gold *Nancy B. Turner*	**Time for Poetry** *May Hill Arbuthnot*	Create original melody to sing poem. Song could be illustrated.
The Potatoes' Dance *Vachel Lindsay*	**Sung Under the Silver Umbrella** *Association for Childhood Education*	Create original dance. Use with *Bridal Procession* by Rimski-Korsakov. Adventures in Music, Grade 4, Vol. 1, RCA Victor Record, LE1004.
Ferry Me Across the Water *Christina Rossetti*	**Sung Under the Silver Umbrella** *Association for Childhood Education*	Enjoy rhythm through choral speaking alternating girls' and boys' voices.
Swift Things Are Beautiful *Elizabeth Coatsworth*	**Story and Verse for Children** *Miriam Huber*	List other swift and beautiful things.
Dancing *Eleanor Farjeon*	**Poems for Children** *Eleanor Farjeon* **Very Young Verses** *Barbara Geismer* *Antoinette Suter*	Pantomime various dance patterns.
The Horseman *Walter de la Mare*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Appreciate both galloping rhyme and word melody, i.e., *horse of ivory*.
Autumn *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	Note how rhythm is established without rhyme.
Shoes and Stockings *A. A. Milne*	**When We Were Very Young** *A. A. Milne*	By clapping the children can discover the two silent beats in the last line of each stanza.

LEVEL 1.
OBJECTIVE -
ENJOYMENT OF MELODY

poem & poet	source	teaching suggestions
The Squirrel *Anonymous*	**Time for Poetry** *May Hill Arbuthnot* **Treat Shop** *Eleanor Johnson* *Leland Jacobs*	Enjoy rhyming words within the lines.
The Woodpecker *Elizabeth Madox Roberts*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter* **Story Carnival** *Floy W. Delancey* *William J. Iverson*	Listen to the sounds of woodpecker and storm.
Woodpecker with Long Ears *Tom Robinson*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter*	Compare with *The Woodpecker.*
Overheard on a Salt Marsh *Harold Monro*	**Silver Pennies** *Blanche Thompson*	Use at Halloween to enlarge idea of goblin. Enjoy the musical word.
Pirate Don Durk of Dowdee *Mildred Plew Meigs*	**Time for Poetry** *May Hill Arbuthnot* **A Pocketful of Rhymes** *Katherine Love*	Illustrate word pictures of the pirate.
Hiawatha's Childhood *Henry Wadsworth Longfellow*	**Favorite Poems Old and New** *Helen Ferris*	Compare life of California Indian child with that of Hiawatha. Use *Natoma* by Herbert. Adventures in Music, Grade 3, Vol. 1, RCA Victor Record, LE1002.
Wind on the Hill *A. A. Milne*	**Now We are Six** *A. A. Milne*	Hear the *blowy* sounds in words such as *blows, goes,* and *knows.*
The Wind *Robert L. Stevenson*	**Time for Poetry** *May Hill Arbuthnot*	Think about what the wind does to us.
Grizzly Bear *Mary Austin*	**Favorite Poems Old and New** *Helen Ferris*	Listen to repeated words, e.g., *ever, ever, dare, never, never, never.*

poem & poet	source	teaching suggestions
Wynken, Blynken and Nod *Eugene Field*	**Favorite Poems Old and New** *Helen Ferris*	Sound charms the listeners. Filmstrip used for added delight. Motions of sailing in three verses. Surrender to the sleepy charm of this melody.
The Tree and Me *Karla Kuskin*	**In the Middle of the Trees** *Karla Kuskin*	Enjoy the melody and imagery.
Hie Away, Hie Away *Sir Walter Scott*	**Time for Poetry** *May Hill Arbuthnot*	Hear repetition of beginning words and final words; greenest, sheenest, longest, strongest.
The Mysterious Cat *Vachel Lindsay*	**Time for Poetry** *May Hill Arbuthnot*	Listen to catch rhythm. Use *Puss in Boots* by Tchaikowsky, Adventures in Music, Grade 3, Vol. 1, RCA Victor Record, LE1002.
Afternoon on a Hill *Edna St. Vincent Millay*	**Time for Poetry** *May Hill Arbuthnot* **First Book of Poetry** *Isabel J. Peterson*	Hear rising and falling pattern of melody.
The Owl and the Pussy-Cat *Edward Lear*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Enjoy joining in on the repeated phrases as one person reads. Chant this poem for fun.
Hallowe'en *Harry Behn*	**Favorite Poems Old and New** *Helen Ferris*	Use *Music Now and Long Ago*, California Textbook Series, to sing additional stanzas. Point out picture phrases: *witches on switches, gnomes coming out of holes, pumpkins peeking, ringdance around the queen.* Make up picture phrases and illustrate them.
The Fairies *William Allingham*	**Favorite Poems Old and New** *Helen Ferris* **First Book of Poetry** *Isabel J. Peterson*	Read this story for its lilting melody.
Being Gypsy *Barbara Young*	**Time for Poetry** *May Hill Arbuthnot*	Point out difference between a sing-song way of reading poetry and the meaning approach.
Have You Watched the Fairies? *Rose Fyleman*	**Time for Poetry** *May Hill Arbuthnot*	Pantomime. Point out the picturesque phrases. Use for choral speaking. Work for melodic variation in repetitive phrases.
Whippoorwill *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	Listen for words which make one feel sad or lonely.
The Elephant *Herbert Asquith*	**Time for Poetry** *May Hill Arbuthnot*	Read aloud as a class to enjoy the melody of the poem.

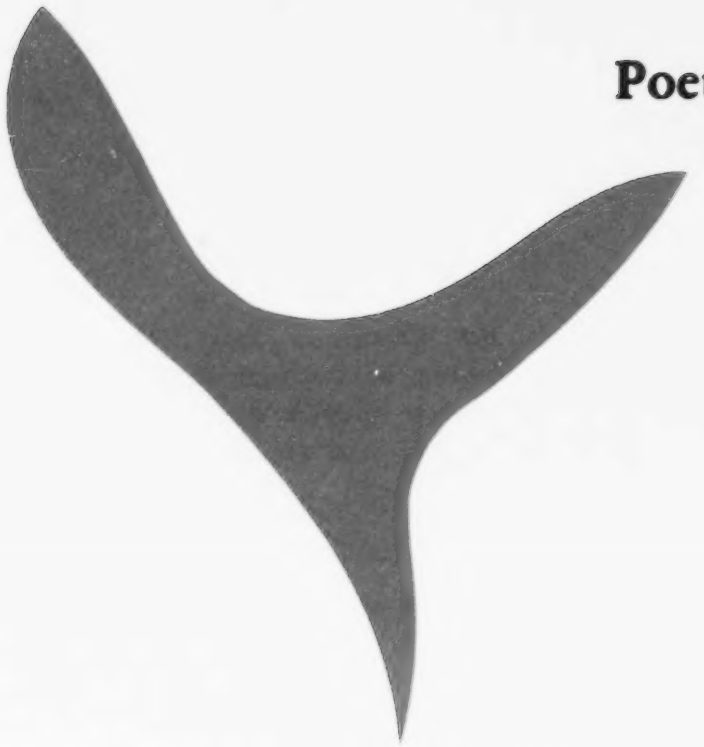


poem & poet	source	teaching suggestions
The Hens *Elizabeth Madox Roberts*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Listen for quiet evening sounds.
E is the Escalator *Phyllis McGinley*	**All Around the Town** *Phyllis McGinley*	Emphasize ascending melody.

LEVEL 1.
OBJECTIVE -
ENJOYMENT OF STORY

poem & poet	source	teaching suggestions
The Owl and the Pussy-Cat *Edward Lear*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Listen and retell story in own words. Some fourth graders may read for themselves.
The Umbrella Brigade *Laura Richards*	**Time for Poetry** *May Hill Arbuthnot*	Discuss meaning of chorus. Choral speaking.
A Visit From St. Nicholas *Clement Moore*	**Time for Poetry** *May Hill Arbuthnot*	Read for the pleasure of renewing acquaintance with an old favorite.
Jonathan Bing *Beatrice Curtis Brown*	**First Book of Poetry** *Isabel J. Peterson* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Pantomime against background of choral reading.
If You've Never *Elsie M. Fowler*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt*	Listen to all of these poems about Halloween. Tell which one tells the best Halloween story.
Theme in Yellow *Carl Sandburg*	**Time for Poetry** *May Hill Arbuthnot*	See above.
The Ride-By-Nights *Walter de la Mare*	**Time for Poetry** *May Hill Arbuthnot*	See above.
This is Halloween *Dorothy Brown Thompson*	**Time for Poetry** *May Hill Arbuthnot*	See above.
One, Two, Three! *Henry C. Bunner*	**Ring-A-Round** *Mildred Harrington* **My Poetry Book** *Grace T. Huffard* *et al*	Children describe the game such as three guesses. Share mental games.
The Pilgrims Came *Annette Wynne*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt*	Provide historical background for this poem.

poem & poet	source	teaching suggestions
Pirate Story *Robert L. Stevenson*	A Child's Garden of Verses *Robert L. Stevenson* Along the Sunshine Trail *Floy W. DeLancey* *William J. Iverson*	Listen for the story. What words make pictures?
The Scarecrow *Michael Franklin*	Sung Under the Silver Umbrella *Association for Childhood Education*	Combine puppets with narration by solo voices or verse choir.
Why Do the Bells of Christmas Ring? *Eugene Field*	Very Young Verses *Barbara Geismer* *Antoinette Suter*	Recall the *Christmas Story*. Combine reciting of poem with actual singing and ringing of bells to provide audio-illustration of key words *ring* and *sing*. Call attention to the poetic economy in this retelling of the Christmas story.
The Jumblies *Edward Lear*	The Complete Nonsense Book *Edward Lear* Time for Poetry *May Hill Arbuthnot*	Illustrate ideas of the Jumblies. Enjoy the pure nonsense.
In the Fashion *A. A. Milne*	When We Were Very Young *A. A. Milne*	Use with song found in California Textbook Series, *Music Now and Long Ago*, page 18.
Santa Claus and the Mouse *Emilie Poulsson*	Under the Tent of the Sky *John E. Brewton*	Listen for the joke.
A Fairy Went A-Marketing *Rose Fyleman*	Very Young Verses *Barbara Geismer* *Antoinette Suter*	Dramatize.
The Old Wife and the Ghost *James Reeves*	Blackbird in the Lilac *James Reeves*	Combine pantomime and choral speaking for Halloween program.
The Tale of Custard the Dragon *Ogden Nash*	Favorite Poems Old and New *Helen Ferris*	Listen to this delightfully imaginative story. Make a collection of dragon poems and stories, i.e., *The Toaster* and *My Father's Dragon*.
Nancy Hanks, 1784 - 1818 *Rosemary Carr* *Stephen Vincent Benet*	Time for Poetry *May Hill Arbuthnot*	Create answers to Nancy Hanks's questions.
The Duel *Eugene Field*	Favorite Poems Old and New *Helen Ferris*	Listen to find out the outcome of quarrel.
Columbus *Joaquin Miller*	Favorite Poems Old and New *Helen Ferris*	Read poem for Columbus Day.



Poetry should surprise by a fine excess, and not by singularity; it should strike the reader as a wording of his own highest thoughts, and appear almost a remembrance.

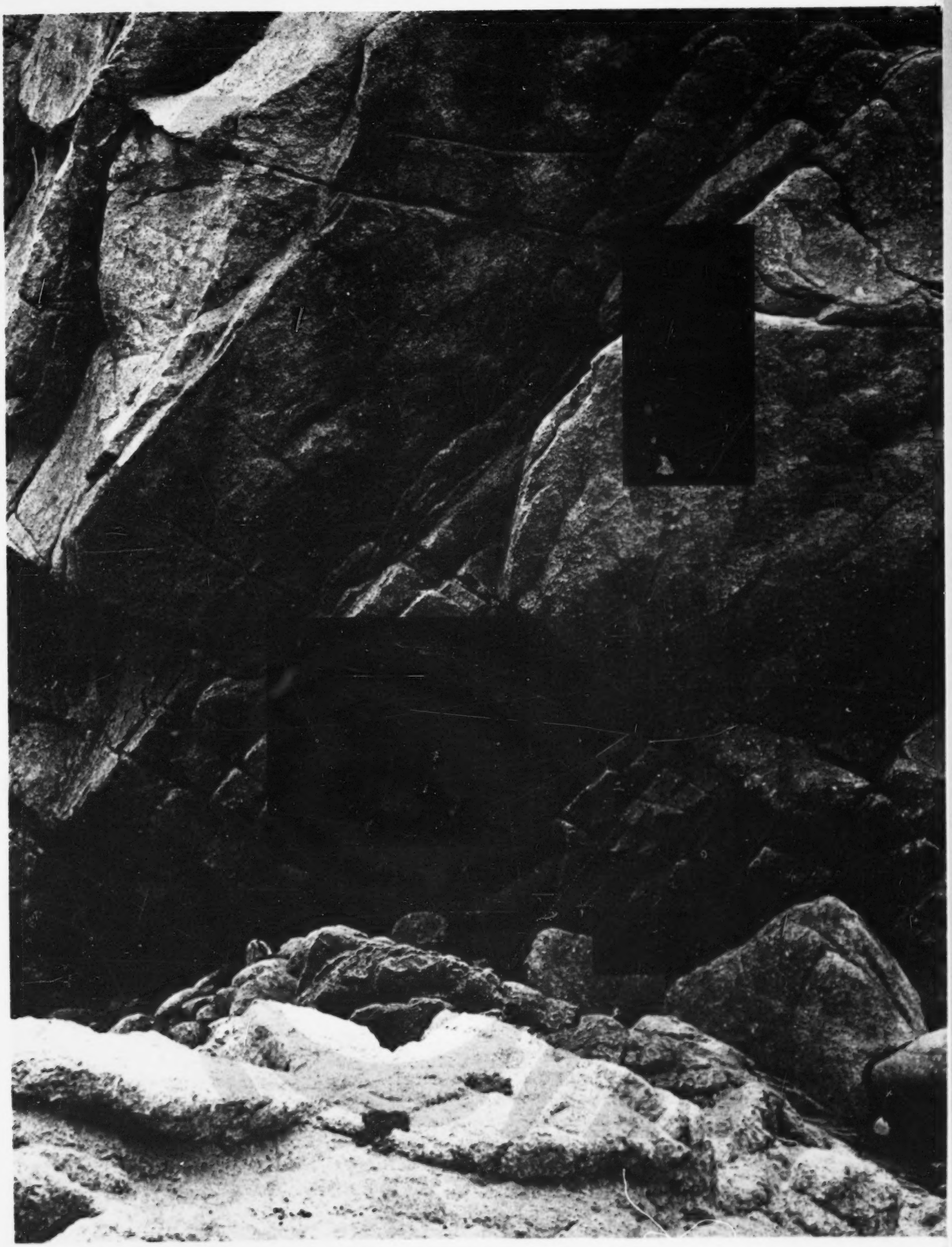
John Keats

poem & poet	source
The Visitor *Rachel Field*	Taxis and Toadstools *Rachel Field*
The Elf and the Dormouse *Oliver Herford*	Time for Poetry *May Hill Arbuthnot*

teaching suggestions

Discuss the surprise ending and why children think it ended this way.

Ask: What did the toadstool do for the Elf? What are Elves? What are toadstools? The toadstool is shaped like an umbrella. Can you think of other things the Elf could use that would be in a different form from what we use? Think what shape umbrellas might be today if the Elf had been sitting elsewhere.

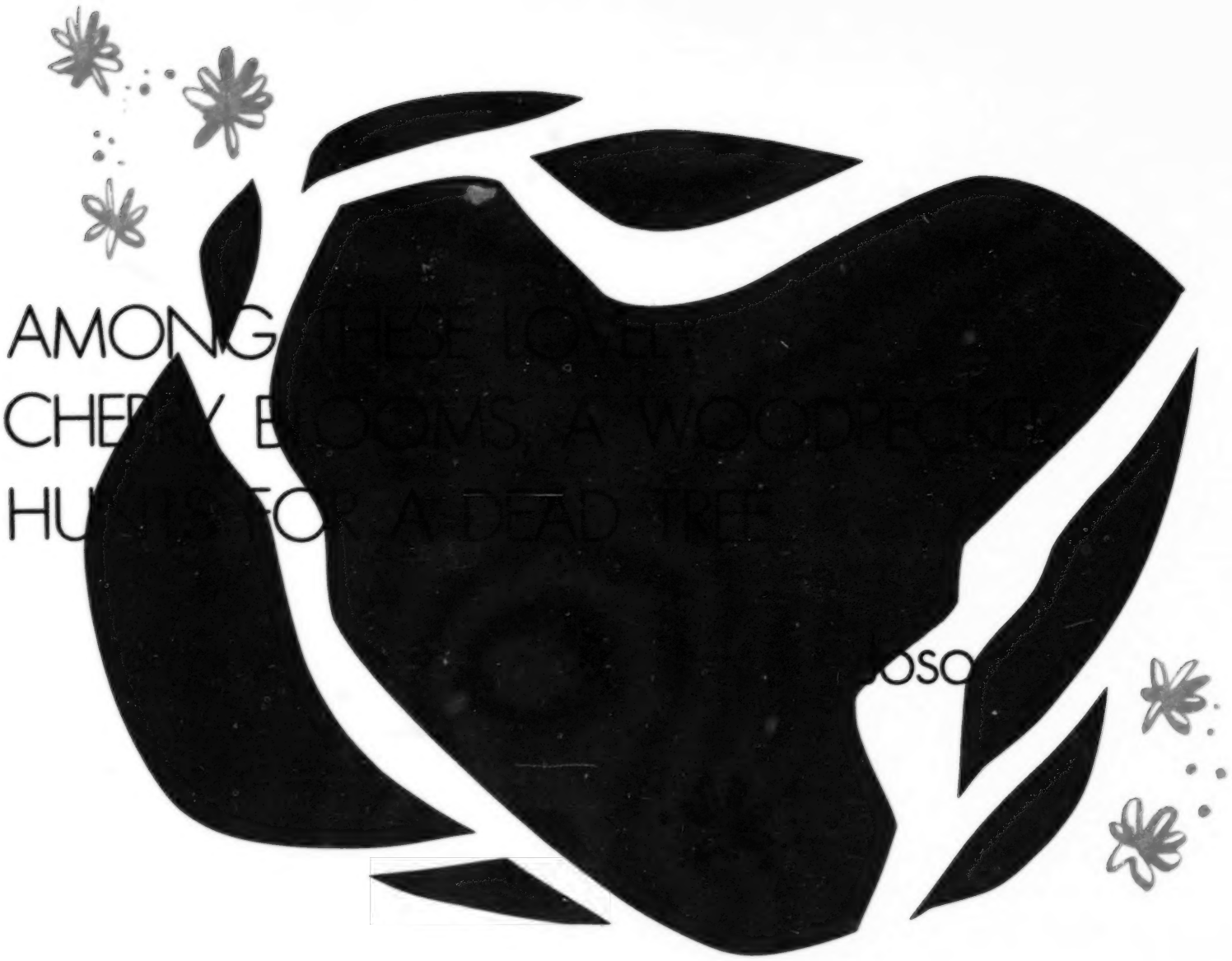


LEVEL 2.
OBJECTIVE –
APPRECIATION OF SEEING ONE'S OWN EXPERIENCES MIRRORED IN POETRY

poem & poet	source	teaching suggestions
Jonathan Bing *Beatrice Curtis Brown*	Time for Poetry *May Hill Arbuthnot* Magic Carpet *Eleanor Johnson* *Leland Jacobs*	Discuss feelings when one makes mistakes. Narrative and solo voices speak the lines of the soldier, archbishop, etc.
See I Can Do It *Dorothy Aldis*	All Together *Dorothy Aldis*	Enjoy surprise ending.
My Puppy *Aileen Fisher*	Up the Windy Hill *Aileen Fisher*	Discuss pets and their habits.
Moving *Eunice Tietjens*	Very Young Verses *Barbara Geismer* *Antoinette Suter* Magic Carpet *Eleanor Johnson* *Leland Jacobs*	Compare this child's feelings about moving with Janey in the book, *Blue Willow.*
My Shadow *Robert L. Stevenson*	A Child's Garden of Verses *Robert L. Stevenson*	Relate to own experiences with shadows and imaginary playmates.
Puppy and I *A. A. Milne*	When We Were Very Young *A. A. Milne*	Discuss reasons for child's choice.
The Golden-Tinted Dragon *Karla Kuskin*	In the Middle of the Trees *Karla Kuskin*	Use to stimulate creative writing.
Neighborly *Violet Allyn Storey*	Time for Poetry *May Hill Arbuthnot*	Give examples from own experience.
My Airdale Dog *W. L. Mason*	First Book of Poetry *Isabel J. Peterson*	Tell and compare experiences with own dog.
The Secret *Unknown*	Time for Poetry *May Hill Arbuthnot*	Talk about keeping secrets.
The Animal Store *Rachel Field*	Time for Poetry *May Hill Arbuthnot* Magic Carpet *Eleanor Johnson* *Leland Jacobs*	Respond to the question: *What would you do if given one hundred dollars to spend?*

poem & poet	source	teaching suggestions
Choosing *Eleanor Farjeon*	**Time for Poetry** *May Hill Arbuthnot*	Discuss reasons for each choice.
The Elephants *Dorothy Aldis*	**All Together** *Dorothy Aldis* **Under the Tent of the Sky** *John E. Brewton*	Illustrate, pantomime.
Motor Cars *Rowena Bastin Bennett*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt*	Visualize motor cars as they go by.
The Toll Taker *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	Think about friendly communication.
At the Seaside *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson*	Describe or draw pictures of similar personal experiences.
Shore *Mary B. Miller*	**Time for Poetry** *May Hill Arbuthnot*	See above.
My Ship and I *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson*	Pretend to be captain of a ship.
Autumn Woods *James Tippett*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter*	Close your eyes and try to visualize how the woods look in autumn.
Autumn Fires *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson*	Discuss signs of fall found in poems.
The Mist and All *Dixie Willson*	**First Book of Poetry** *Isabel J. Peterson*	Read as stimulus for oral or written experiences.
Spring Rain *Marchette Chute*	**Time for Poetry** *May Hill Arbuthnot*	See above.
Mice *Rose Fyleman*	**Time for Poetry** *May Hill Arbuthnot*	Ask if children agree with poet.
Animal Crackers *Christopher Morley*	**Time for Poetry** *May Hill Arbuthnot*	Ask: *Do you ever have snacks? What would you choose?*
A Bird Came Down the Walk *Emilie Dickinson*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Have children tell bird-watching experiences.
Thanksgiving Day *Lydia M. Child*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter*	Compare this with the best Thanksgiving pupils ever had.

poem & poet	source	teaching suggestions
Shoes *Tom Robinson*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter* **Time for Poetry** *May Hill Arbuthnot*	Compare experiences with those of the children in this poem.
Choosing Shoes *Ffrida Wolfe*	**Time for Poetry** *May Hill Arbuthnot*	See above.
Roads *Rachel Field*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter* **Time for Poetry** *May Hill Arbuthnot*	Relate experiences in exploring new roads. See movie, *Poetry for Me.* Grover Jennings Production.
Land of Counterpane *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson*	Tell similar experiences when they have been sick in bed.
Trip: San Francisco *Langston Hughes*	**Golden Slippers** *Arna Bontemps*	Read poems after children have given own description of the Bay Bridge and San Francisco at night.
City: San Francisco *Langston Hughes*	**Golden Slippers** *Arna Bontemps*	See above.
My Shadow *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson*	Relate to own experiences with shadow and imaginary playmates.
What Is Orange? *Mary O'Neill*	**Hailstones and Halibut Bones** *Mary O'Neill*	Help children explore the spectrum through this or any of the other color poems.
Indian Children *Annette Wynne*	**Time for Poetry** *May Hill Arbuthnot*	Think about the past. Project children into the future. Use for creative expression.
On the Beach *Dorothy Aldis*	**Hello Day** *Dorothy Aldis*	Elicit from children what happens on the beach.
Otto *Gwendolyn Brooks*	**Christmas Gif'** *Charlamae Rollins*	Keep established the feeling of empathy for persons who can't give.
And to Think That I Saw It on Mulberry Street *Theodore Geisel (Dr. Seuss)*	**And to Think That I Saw It on Mulberry Street** *Theodore Geisel (Dr. Seuss)*	Recall examples of exaggeration by self or younger children.
How to Tell the Top of the Hill *John Ciardi*	**The Reason for the Pelican** *John Ciardi*	Help children discover the unusual use of *up* and *most.*
Our House *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	Stimulate powers of observation about pupils' own homes. Encourage children to tell or write about them.



poem & poet	source	teaching suggestions
Keep a Poem in Your Pocket *Beatrice de Regnier*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Ask: *What helps you when you feel lonesome?* See also *Lonesome Rosie* in *Story Carnival*, California Textbook Series.
I Can Climb Our Apple Tree *Jessie Orton Jones*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Ask: *How do things look different from a high place?* See also, *The River Is a Piece of Sky*, page 200.
Make Believe *Harry Behn*	**The Reading of Poetry** *William Sheldon* *et al*	Use as a prompter for creative oral or written expression.
But That Was Yesterday *Aileen Fisher*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Use as an introduction to *The Old Sailor* by A. A. Milne.
Time *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	Compare this reference to time with the preceding poem.

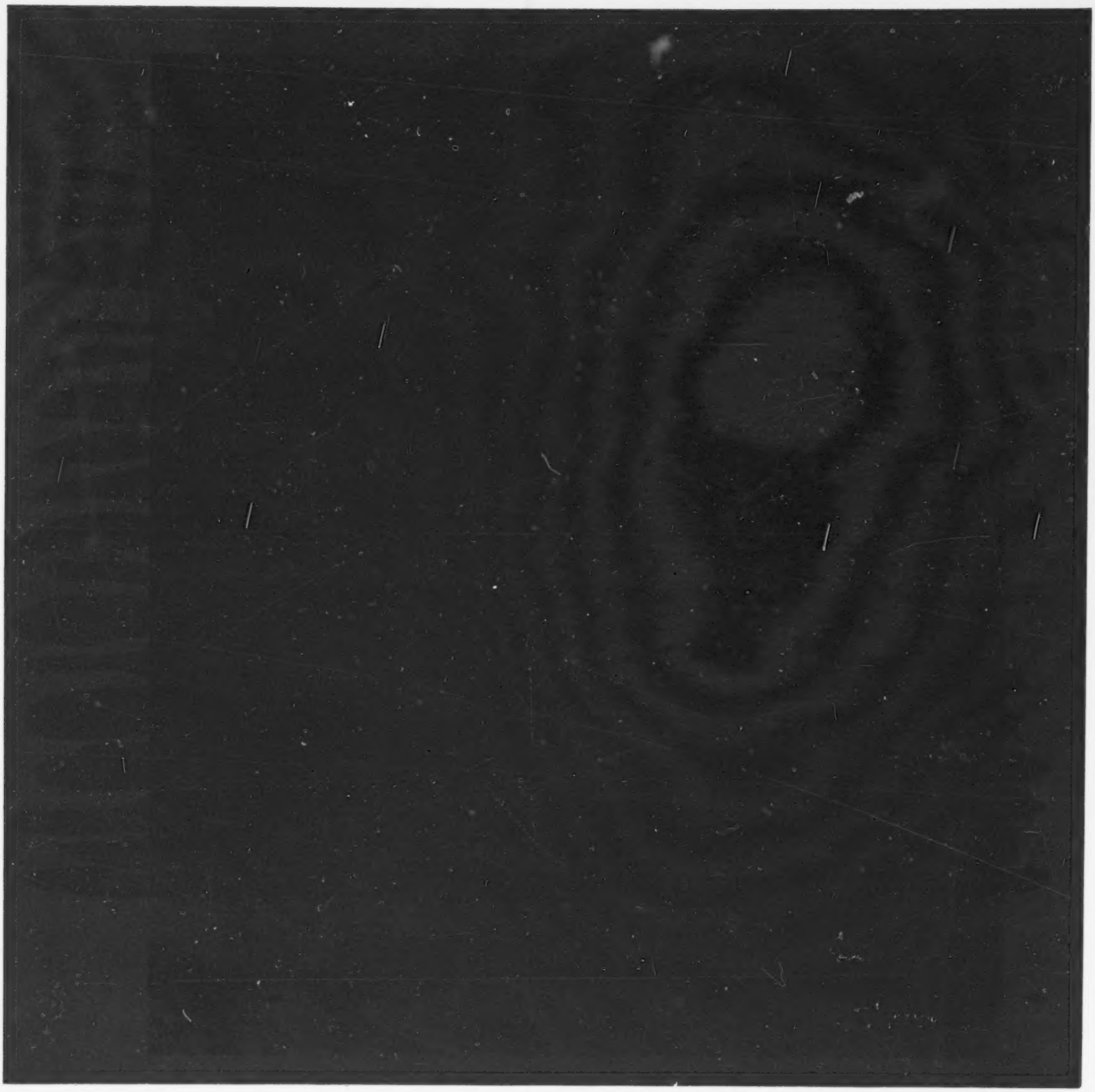
A RED LEAF FALLING
SETTLING
INTO THE RIVER
CLINGS TO
A GREEN ROCK

JOSO

LEVEL 3.
OBJECTIVE -
PROJECTION INTO A WORLD OTHER THAN THAT IN WHICH ONE LIVES

poem & poet	source	teaching suggestions
King John's Christmas *A. A. Milne*	**Now We Are Six** *A. A. Milne*	Discuss why King John was unpopular. Children can pretend to be the king.
Roads *Rachel Field*	**Time for Poetry** *May Hill Arbuthnot* **Very Young Verses** *Barbara Geismer* *Antoinette Suter*	Create original poems or pictures about other roads, real or imaginary.
A Fairy Went A-Marketing *Rose Fyleman*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter*	Write creative fairy tales.
Some One *Walter de la Mare*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Answer the question: *Who is knocking?* Develop concept that there isn't any one right answer.
Godfrey Gordon Gustavus Gore *William Rands*	**First Book of Poetry** *Isabel J. Peterson*	Use role playing to prompt discussion.
Please *Rose Fyleman*	**My Poetry Book** *Grace T. Huffard et al*	Writing about fanciful people.
Fairies *John Herndon*	**My Poetry Book** *Grace T. Huffard et al*	Listen to discover word pictures such as jeweled arch.
I'd Like to Be a Lighthouse *Rachel Field*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt*	Ask children to choose some inanimate object they would like to be.
Indian Children *Annette Wynne*	**Time for Poetry** *May Hill Arbuthnot*	Compare then and now.

poem & poet	source	teaching suggestions
Neighbors *Helen Wing*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt*	Understand people in other countries. (Good for Brotherhood Week.)
Other Children *Helen Wing*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt*	See above.
Judging by Appearances *Emilie Poulsson*	**My Poetry Book** *Grace T. Huffard* *et al*	Describe some first appearances that have been deceiving.
Ships *Nancy B. Turner*	**Sung Under the Silver Umbrella** *Association for Childhood Education*	Dramatize being on a freighter which stops at several ports and returns home.
The Cowboy's Life *James B. Adams*	**Time for Poetry** *May Hill Arbuthnot*	Discuss the life of a modern cowboy.
Explorers *James Reeves*	**Blackbird in the Lilac** *James Reeves*	Help children to see the full meaning of the word, *explore*.
Carol of the Brown King *Langston Hughes*	**Christmas Gif'** *Charlamae Rollins*	Include with other art forms depicting the Christmas story. For program material or for personal enrichment.
Dark-Eyed Lad Columbus *Nancy B. Turner*	**Sing a Song of Seasons** *Sara and John Brewton*	Read in conversational tone.
Little Satellite *Jane W. Krows*	**Sound of Poetry** *Mary C. Austin* *Queenie E. Mills*	Use to further identification with space age and with our searching and stretching for the unknown.
White Fields *James Stephens*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Use to acquaint children unused to snow with snow experiences. Compare with a prose version such as *Pictures in the Snow* in *The New More Streets and Roads*, Scott Foresman, 1953.
The Railroad Cars Are Coming *Unknown*	**Bridled With Rainbows** *John Brewton*	Use in connection with gold rush days in California history.
Color *Eve Merriam*	**It Doesn't Always Have to Rhyme** *Eve Merriam*	Use for choral reading and/or speaking for Brotherhood Week, United Nations Day, or during a discussion of human relations.



LEVEL 4.
OBJECTIVE -
UNDERSTANDING OF SYMBOLISM AND HIDDEN MEANINGS

poem & poet	source	teaching suggestions
In May *Dorothy Aldis*	**Hello Day** *Dorothy Aldis*	Use as a simple example of metaphor.
Wind Is a Cat *Ethel Romig Fuller*	**Under the Tent of the Sky** *John E. Brewton* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Visualize cat in other creative forms.
Fog *Carl Sandburg*	**Time for Poetry** *May Hill Arbuthnot* **Along the Sunshine Trail** *Floy W. DeLancey* *William J. Iverson*	Compare with cat image in the three poems.
Boats Sail on the Rivers *Christina Rossetti*	**Time for Poetry** *May Hill Arbuthnot* **Treat Shop** *Eleanor Johnson* *Leland Jacobs*	Ask: *What is the bow that bridges heaven?*
Check *James Stephens*	**Time for Poetry** *May Hill Arbuthnot*	Ask: *Could night actually creep on the ground? What does this mean? What did the author mean by* night's shawl? *How could night cover a tree?*
Water *Hilda Conkling*	**Time for Poetry** *May Hill Arbuthnot*	Help children understand the personification of the world.
Who Has Seen the Wind? *Christina Rossetti*	**Time for Poetry** *May Hill Arbuthnot* **Along the Sunshine Trail** *Floy W. DeLancey* *William J. Iverson*	Discover the *who* in this poem.
The Wind *Robert L. Stevenson*	**A Child's Garden of Verses** *Robert L. Stevenson*	Discover the *you* in this poem.

poem & poet	source	teaching suggestions
The Little Rose Tree *Rachel Field*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Ask: *In what other plants do you see faces or human forms?*
I Keep Three Wishes Ready *Annette Wynne*	**Time for Poetry** *May Hill Arbuthnot* **Treat Shop** *Eleanor Johnson* *Leland Jacobs*	Motivate creative writing and creative dramatics.
The Falling Star *Sara Teasdale*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Enrich children's visual experience.
Horses of the Sea *Christina Rossetti*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt* **Under the Tent of the Sky** *John Brewton*	Discuss images children *see* in sea and land horses.
White Horses *Winifred Howard*	**Under the Tent of the Sky** *John Brewton*	See above.
The Toaster *William J. Smith*	**Laughing Time** *William J. Smith*	Elicit response: *If a toaster is a dragon, and the moon is the North Wind's cooky, what other inanimate object can you imagine as a person or animal?*
The Moon's the North Wind's Cooky *Vachel Lindsay*	**Very Young Verses** *Barbara Geismer* *Antoinette Suter*	See *The Toaster.*
Rain Sizes *John Ciardi*	**The Reason for the Pelican** *John Ciardi* **Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Discover wonderful words which *sparkle, twinkle, tickle,* and *tingle,* and relate to child's own experience.
The River Is a Piece of Sky *John Ciardi*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Add to collection of examples of personifications. Use to encourage observation.
Falling Leaves *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	Use in connection with paper bag or rod puppets.

LEVEL 5.
OBJECTIVE -
SENSITIVITY TO PATTERNS OF WRITING AND TO LITERARY STYLE

poem & poet	source	teaching suggestions
The Three Foxes *A. A. Milne*	**When We Were Very Young** *A. A. Milne*	Discover how the rhyming pattern differs from other poems.
Evening Hymn *Elizabeth Madox Roberts*	**Time for Poetry** *May Hill Arbuthnot*	Choose the phrases which make night time sound comfortable and peaceful. Note lack or rhyme.
Rain in the City *Rachel Field*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Appreciate the word images.
Some One *Walter de la Mare*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Listen for the small quiet sounds.
Tired Tim *Walter de la Mare*	**Time for Poetry** *May Hill Arbuthnot*	Get a slow, drowsy feeling from the poem itself.
The Snake *Karla Kuskin*	**In the Middle of the Trees** *Karla Kuskin*	Listen to the *S* sound slither through the whole poem.
Freight Boats *James Tippett*	**The Golden Flute** *Alice Hubbard* *Adeline Babbitt*	Call attention to differences in use of rhyming words between this and other poems. Notice polysyllabic rhyme.
There Once Was a Puffin *Florence Jaques*	**Time for Poetry** *May Hill Arbuthnot* **Magic Carpet** *Eleanor Johnson* *Leland Jacobs*	Explain different styles, compare to formalized stanzas.
Two in Bed *Abram Bunn Ross*	**Time for Poetry** *May Hill Arbuthnot*	Ask: *How does he sleep to make a V?*

poem & poet	source	teaching suggestions
Cows *James Reeves*	**Blackbird in the Lilac** *James Reeves*	Notice which words and phrases were used to produce the effect of laziness.
The Owl *William Jay Smith*	**Laughing Time** *William Jay Smith*	Notice how repetition is used to produce the eeriness of the owl at night.
Bubbles *Carl Sandburg*	**Wind Song** *Carl Sandburg*	Use as a good example of unrhymed style.
Daybreak *Carl Sandburg*	**Wind Song** *Carl Sandburg*	See above.
Deer *Harry Behn*	**The Birds and Beasts Were There** *Harry Cole*	Note how form of the five-line stanza plus word choices such as *Polished Weapons* convey a sense of poise and dignity. Read also *Dash and Dart* by Conrad Buff.
Kid Stuff *Frank Horne*	**Christmas Gif'** *Charlamae Rollins*	Use with more mature nine-year-olds, who can recognize that under the slang surface there is a deep and moving message.
Lemons *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	Discover the rhythm structure formed by repetition of a phrase, as well as the unusual use of parts of speech.
The Dark Gray Clouds *Folklore* *Unknown from India*	**The Sun Is a Golden Earring** *Natalia M. Belting*	Encounter a new style of recording the folklore of a country. Encourage children to create their own poetic images of the firmament.
The Rainbow Is a Fishing Line *Folklore* *Unknown from Malaya*	**The Sun Is a Golden Earring** *Natalia M. Belting*	See above.
House That Jack Built *Unknown*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Compare cumulative poem with cumulative story, *Gingerbread Boy, The Pancake,* etc.
The Little Duck *Joso*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	Compare these three poems to show that a similar idea can be given in a short or long poem.
Regent's Park *Rose Fyleman*	**Sound of Poetry** *Mary C. Austin* *Queenie B. Mills*	See above.

poem & poet	source	teaching suggestions
The Duck *Patricia Hubbell*	**The Apple Vendor's Fair** *Patricia Hubbell*	See above.
In Just Spring *E. E. Cummings*	**The Reading of Poetry** *William Sheldon et al*	Put on board or chart so that children may discover how the poet uses this unusual style to tell the reader how to read it. Discuss when a writer can safely *break the writing rules* which children are asked to observe.

P.S.

Find time for poetry and you will give yourself the privilege of seeing before you dozens of eyes light up in recognition of an experience they too have shared–a love, a hate, a fear, a fantasy, a joke, a riddle, a dream. Watch these eyes as they are interpreting, identifying, and *living*.

For those who might say, "There just aren't enough minutes in the day!"–try using those "loose-end" five minute periods, like:

Waiting for the recess or noontime bell.
During quiet rest periods.
Following a reading lesson when a new story can be related to or illustrated by a special poem.
During sharing time when a poem relates to an experience a child has had.
During language, mathematics, science, or social studies periods when a poem will help develop a concept.

And your reward will be even greater if you select the poem that illustrates a special occasion, like

A holiday, birthday, May Day, first day of each season.
A rainy day, when the wind is blowing, or the sky is full of clouds, rainbows, lightning.
A character learning day, involving truthfulness, honesty, happiness, sadness, cheerfulness.
A day when a new brother or sister has arrived, a relative has come to visit, a pet has been added to the household.

As May Hill Arbuthnot has said, "Poems can take many experiences of the child's world and give them a new importance, a kind of glory that they did not have when they were just experiences." *Find Time for Poetry* and share this glory with the children.

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